



St. Wilfrid's Grammar and Punctuation Guidance.

Teaching Grammar and Punctuation

In KS1 and EYFS, skills in grammar and punctuation are taught during writing lessons where objectives are modelled to them and children apply this into their writing – for example, using capital letters and full stops. In year 2, children move into having further focused grammar and punctuation lessons when they have completed their phonics programme. Grammar and punctuation skills are also taught in writing lessons and are linked to the grammar/punctuation arising from our text-based approach to writing.

In KS2, classes have 3 lessons a week covering the grammar and punctuation objectives from their year groups. Lessons should be well-paced and involve discussion. Sessions should follow this structure:

- Recap previous learning.
- Introduce new skill.
- Practise the skill together as a class/in pairs/groups. Discuss the new learning together.
- Apply the skill independently into a given written activity.
- Complete test-style question plenary (Testbase resources are usually used for this).
- Critical thinking task. Address any misconceptions.

Children should be given opportunity to think critically and apply what they have learnt during sessions – for example, True or False: All questions start with what, when, why, where, who, how.

Children should be assessed on their grammar and punctuation knowledge and skills each session and in writing sessions, as well as through formal testing on GPS skills.

See spelling guidance for information about teaching spelling.



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Progression of Skills/Knowledge in Punctuation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
A. Begin to use capital letters and full stops to demarcate simple sentences.	Aa.I? Some correct use of capital letters (for sentences, names, places, days of the week and person pronoun 'I'), full stops, question marks, exclamation marks.	Aa.I? Correct use of capital letters (for sentences, names, places, days of the week and person pronoun 'I'), full stops, question marks, exclamation marks.	Aa.I? Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.	Aa.I? Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.	Aa.I? Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.	Aa.I? Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.	
<u>Vocabulary children must know:</u> ❖ Capital letter ❖ Full stop	<u>Vocabulary children must know:</u> ❖ Capital letter ❖ Full stop ❖ Question mark ❖ Exclamation mark ❖ Punctuation	Apostrophes for contraction and singular possession	Apostrophes for contraction and singular/some plural possession	Apostrophes for contraction and singular/plural possession	Apostrophes for contraction and singular/plural possession	Apostrophes for contraction and singular/plural possession	
		➤ Commas for lists	➤ Commas for lists ➤ Commas after fronted adverbials	➤ Commas for lists ➤ Commas after fronted adverbials ➤ Commas for speech	➤ Commas for lists ➤ Commas after fronted adverbials ➤ Commas for speech	➤ Commas for lists ➤ Commas after fronted adverbials ➤ Commas for speech ➤ Commas to clarify meaning/avoid ambiguity ➤ Commas for parenthesis	➤ Commas for lists ➤ Commas after fronted adverbials ➤ Commas for speech ➤ Commas to clarify meaning/avoid ambiguity ➤ Commas for parenthesis
		Some use of inverted commas	Inverted commas	Inverted commas	Inverted commas	Inverted commas	
		<u>Vocabulary children must know:</u> All of year 1 vocabulary, as well as: ❖ Apostrophes ❖ Contraction/omission ❖ Possession/belonging ❖ Commas	Bullet points <u>Vocabulary children must know:</u> All previous years' vocabulary, as well as: ❖ Inverted commas ❖ Speech marks ❖ Direct speech ❖ Bullet points	Bullet points <u>Vocabulary children must know:</u> Some use of brackets ➤ Colon to introduce a list ➤ Some use of hyphens	Bullet points <u>Vocabulary children must know:</u> All previous years' vocabulary, as well as: ❖ Brackets ❖ Colon ❖ Hyphen	Bullet points <u>Vocabulary children must know:</u> All previous years' vocabulary, as well as: ❖ Parenthesis ❖ Dashes	Bullet points <u>Vocabulary children must know:</u> All previous years' vocabulary, as well as: ❖ Semi-colon ❖ Ellipsis

Non-statutory objectives highlighted in yellow, though these naturally come through in writing sessions. They may not be explicitly taught in GPS lessons, but the use of them may be modelled in writing lessons and children will be exposed to them.



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Progression of Knowledge in Grammar

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary children must know: ❖ Alphabet ❖ Letter ❖ Word ❖ Sentence ❖ Syllable ❖ Consonant and vowel ❖ Vocabulary of phonics (e.g. digraph, trigraph, etc.)	Nouns – common nouns, singular and plural (e.g. dog/dogs, wish/wishes)	➤ Nouns: common, proper, compound. ➤ Expanded noun phrases	➤ Nouns: common, proper, compound, collective, concrete. ➤ Expanded noun phrases	➤ Nouns: common, proper, abstract, compound, collective, concrete. ➤ Expanded noun phrases	➤ Nouns: common, proper, abstract, compound, collective, concrete. ➤ Expanded noun phrases	➤ Nouns: common, proper, abstract, compound, collective, concrete. ➤ Expanded noun phrases
	Verbs	Verbs, including imperative verbs	Verbs, including imperative verbs.	Verbs, including imperative verbs.	Verbs, including imperative verbs.	Verbs, including imperative verbs.
	Adjectives	Adjectives	Adjectives	Adjectives	Adjectives	Adjectives
	Co-ordinating conjunctions – ‘but’, ‘or’, ‘and’ (BOA)	Co-ordinating conjunctions – but, or, and, so (BOAS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
	Subordinating conjunctions – ‘because’ (B)	Subordinating conjunctions – when, if, that, because (WITB)	Subordinating conjunctions (AWHITEBUS)	Subordinating conjunctions (AWHITEBUS)	Subordinating conjunctions (AWHITEBUS)	Subordinating conjunctions (AWHITEBUS)
	Tenses: simple past and present	Tenses: simple past/present, past/present progressive.	Tenses: simple past/present, past/present progressive, present perfect	Tenses: simple past/present, past/present progressive, past/present perfect	Tenses: simple past/present, past/present progressive, past/present perfect	Tenses: simple past/present, past/present progressive, past/present perfect
	Vocabulary children must know: ❖ Letter ❖ Word ❖ Sentence ❖ Singular ❖ Plural ❖ Noun ❖ Verb ❖ Adjective ❖ Prefix and suffix ❖ Consonant and vowel ❖ Vocabulary of phonics (e.g. digraph, trigraph, etc.)	Types of sentences: command, statement, question, exclamation. Adverbs	Types of sentences: command, statement, question, exclamation. ➤ Adverbials (TRaMP: time, reason, manner, place) ➤ Fronted adverbials	Types of sentences: command, statement, question, exclamation. ➤ Adverbials (TRaMP: time, reason, manner, place) ➤ Fronted adverbials	Types of sentences: command, statement, question, exclamation. ➤ Adverbials (TRaMPP: time, reason, manner, place, possibility) ➤ Fronted adverbials ➤ Modal verbs	Types of sentences: command, statement, question, exclamation. ➤ Adverbials (TRaMP: time, reason, manner, place, possibility) ➤ Fronted adverbials ➤ Modal verbs
		Vocabulary children must know: All of year 1 vocabulary, as well as: ❖ Common/proper/compound noun ❖ Expanded noun phrase ❖ Co-ordinating conjunction ❖ Subordinating conjunction ❖ Past/present tense ❖ Past/present progressive ❖ Command, statement, question, exclamation. ❖ Adverb ❖ Syllable ❖ Imperative verbs	Prepositions	Prepositions, prepositional phrases	Prepositions, prepositional phrases	Prepositions, prepositional phrases
			Pronoun	Pronoun – personal and possessive	Pronoun – personal, possessive, relative	Pronoun – personal, possessive, relative
			Clauses: - Main/subordinate	Clauses: - Main/subordinate	Clauses: - Main/subordinate, relative, embedded	Clauses: - Main/subordinate, relative, embedded
		Subject, verb, object.	Subject, verb, object.	Subject, verb, object: active/passive voice	Subject, verb, object: active/passive voice	
		Synonyms/antonyms	Synonyms/antonyms	Synonyms/antonyms	Synonyms/antonyms	
		Vocabulary children must know: All previous years' vocabulary, as well as: ❖ Preposition ❖ Clause: subordinate/main. ❖ Complex sentence ❖ Simple sentence ❖ Adverbials ❖ Fronted adverbials ❖ Pronoun ❖ Subject/object. ❖ Collective/concrete noun. ❖ Present perfect ❖ Subject/verb/object ❖ Synonym/antonym	Determiners – including definite/indefinite articles Vocabulary children must know: All previous years' vocabulary, as well as: ❖ Prepositional phrase ❖ Abstract noun ❖ Past perfect ❖ Personal pronoun ❖ Possessive pronoun ❖ Determiners – articles, definite/indefinite	Determiners – including definite/indefinite articles Vocabulary children must know: All previous years' vocabulary, as well as: ❖ Modal verbs ❖ Embedded clause ❖ Relative clause ❖ Relative pronoun ❖ Demonstratives/possesives/quantifiers ❖ Active voice/passive voice	Determiners – articles, demonstratives, possessives, quantifiers Vocabulary children must know: All previous years' vocabulary, as well as: ❖ Auxiliary verbs ❖ Subjunctive form	
					Subjunctive form.	
					Vocabulary children must know: All previous years' vocabulary, as well as: ❖ Auxiliary verbs ❖ Subjunctive form	



Glossary of Terminology used in the Teaching Grammar, Punctuation and Spelling (GPS).

<u>Terminology</u>	<u>Definition</u>	<u>Example</u>
Abstract noun	A feeling or concept which cannot be touched.	Love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.	She hit the ball.
Adjective	A word which describes a noun .	Beautiful, spacious.
Adverb	A word which describes how a verb action is being carried out.	Slowly, peacefully, soon.
Adverbial phrase	A phrase built around an adverb .	As quickly as possible.
Ambiguity	Open to more than one meaning. Punctuation can be used to avoid ambiguity, such as hyphens and commas to ensure the meaning of the sentence is clear.	Jaws is about a man eating shark. Jaws is about a man-eating shark.
Antonym	A word with the opposite meaning to another.	Wise/foolish, tall/short.
Apostrophe '	A punctuation mark used to show possession or to represent missing letters in a contracted form .	Mrs Smith's coat. I can't reach it.
Article	Articles tell us if a noun is general or specific. Definite articles refer to specific nouns whereas indefinite articles refer to general nouns.	Definite article (the): the man's hat is blue. Indefinite articles (a, an): a cow eats grass.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'. The modal verbs 'can, could, may, might, must, ought to, shall, should, will, would' are also included as auxiliary verbs.	- <u>To be</u> : am, is, are, was, were, being, been, will be. - <u>To do</u> : does, do, did, will do. - <u>To have</u> : has, have, had, having, will have.
Brackets ()	A punctuation mark used to set a non-essential section (extra information) of a sentence apart. Also known as parenthesis.	My friend Chloe (who is three months older than me) is coming to my house tonight.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .	SPaG is: <ul style="list-style-type: none"> • Important • Essential
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign.	I love learning in spelling, punctuation and grammar. England, Wednesday, July. Keep Off the Grass.
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be ' main ' or ' subordinate '.	See main and subordinate clauses.
Collective noun	A noun which refers to a group of people, animals or things.	a <u>class</u> of children, a <u>herd</u> of elephants', 'a <u>pride</u> of lions.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list.	I need three things from the shop: milk, eggs and bread.



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Commas ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.	I bought a banana, an apple and a peach. Let's eat, Grandma. She whispered, "We need to hurry!"
Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject . Often a command will begin with this imperative verb or with a time connective .	<u>Eat</u> your dinner. <u>Next</u> , add the eggs to the mixture.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.	
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns .	dog, man, day, girl, coat, table.
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' or the word 'more'. See also superlative .	Smaller, higher, happier, more beautiful.
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction . They can also be called multi-clause sentences . The main clause can stand alone but the subordinate or dependent clause cannot.	I burned dinner when I was on the phone.
Compound sentence	Formed by joining two main clauses with a connective . The two clauses can stand on their own as sentences .	I like dogs but my friend likes cats.
Compound word	A combination of two or more individual words that have a single meaning.	Football, carwash, sunflower.
Concrete noun	Something you can touch. Can be common nouns , or proper nouns that need a capital letter .	bed, pencil, cat, Mr Jones, Blackpool Tower.
Conjunction	A type of connective that joins clauses . There are co-ordinating conjunctions and subordinating conjunctions . See also subordinating clause .	See co-ordinating conjunction and subordinating conjunction .
Consonant	Any letter of the alphabet other than the vowels (a e i o u).	r, s, l, b, d
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe .	Did not = didn't should not = shouldn't
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence .	<u>For</u> , <u>and</u> , <u>nor</u> , <u>but</u> , <u>or</u> , <u>yet</u> , <u>so</u> (FANBOYS)
Dash	Used in a similar way to brackets or parenthesis to set information apart in a sentence .	My three friends – Jack, Sam and Callum – are coming to my house for tea.
Definite article	See article .	The
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).	
Digraph	A sound represented by two letters.	ee, th



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Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas).	"Tidy your room, please," said Mum.
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect.	So... tell me what happened.
Embedded clause	A clause used in the middle of another clause . It is usually marked by commas .	The man, <u>walking along with his dog</u> , whistled a tune to himself.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).	
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop . Begins with the words 'how' or 'what' and must also contain a verb .	What big eyes you have, Grandma! How cold it is today!
Exclamation mark !	A punctuation mark used at the end of an exclamation. It can also be used at the end of a statement or command to show something has been said with feeling or emotion.	What a fantastic day we have had! That was a really scary film! Stop hitting your brother!
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.	I am going to the shop.
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children are taught the difference between informal language (e.g. speaking to our friends) and the formal language we may use (e.g. letter of complaint).	
Fronted adverbial	Words or phrases used at the beginning of a sentence , used like adverbs to describe the action that follows.	<u>With a happy smile</u> , she skipped into the room.
Full stop	A punctuation mark used to demarcate the end of a statement or command .	
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'.	Tomorrow, I will do the shopping.
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.	
Grammar	The rules that cover spoken and written language.	
Grapheme	A letter or string of letters that represents a spoken sound.	ee, ck
Homophone	Words that sound the same but have different meanings and sometimes different spellings.	their/there/they're. fair/fair (Let's go the fair. That's not fair!)
Hyphen -	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences.	Twenty-two, brother-in-law, man-eating, long-legged
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command .	Sit. Stop.
Indefinite article	See article .	
Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used.	Mum told us to tidy our rooms.
Informal speech	See formal speech .	



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Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.	"It's time for our SPaG lesson!" called Mrs Smith excitedly.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses . It makes sense by itself.	Even though the weather is bad, <u>I will still go for a walk.</u>
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation, possibility, ability or permission.	You <u>should</u> do your homework. I <u>might</u> have pizza for tea. You <u>can</u> ride a bike now. You <u>may</u> go out.
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words , prefixes , and suffixes . An understanding of morphology can help children with spelling strategies.	For example, knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common , proper , concrete , abstract or collective .	girl, Stuart, table, love, herd
Noun phrase	A small group of words that <u>does not</u> contain a verb . A noun phrase contains a noun plus words to describe it.	The spotty, black dog.
Object	The object of a sentence is involved in the action but does not carry it out.	I dropped <u>my cup</u> on the floor.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.	
Parenthesis	See brackets .	
Passive voice	A sentence is written in the passive voice when the subject is having something done to it.	The mouse was chased <u>by the cat.</u>
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past.	Yesterday I was late because I <u>had walked</u> to school.
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past. Usually formed by adding the suffix '-ing' to a verb.	I <u>was walking</u> in the park.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense , past perfect tense .	
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs .	
Phrase	A small group of words that does not contain a verb .	The blue, spotty chair
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence .	dogs, tomatoes, cacti, babies
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.	
Personal pronoun	A pronoun which replaces a person, place or thing.	I, you, he, she, we, they, it, me, him, her, us, them.
Possessive apostrophe	An apostrophe used before the letter s to show ownership.	This is Sally <u>s</u> coat.



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Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own, whilst others need to be attached to a noun.	Mine, yours, his, hers, ours, theirs, my, your, her, our, their, whose.
Prefix	Letters that go in front of a root word and change its meaning.	'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space.	Under, after, next, behind.
Prepositional phrase	A phrase which contains a preposition .	Under the carpet, behind the door, after school.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment.	I <u>have cycled</u> two miles already.
Present progressive tense	A tense which describes an action which began in the past and is still going on now.	I <u>am learning</u> to speak French.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense .	I am smiling. I have drank half of the milkshake so far.
Pronoun	Any word which can be used to replace a noun. See personal pronoun, possessive pronoun .	
Proper noun	A noun which names a particular person, place or thing.	John, London, France, Monday, December.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word.	Full stops, commas, question marks, colons, speech marks.
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).	He ate too many cakes, <u>which made him feel ill</u> .
Relative pronoun	A pronoun used in a relative clause .	Who, that, which.
Reported speech	See indirect speech .	
Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.	e.g. happy is the root word – adding a prefix could make 'unhappy'.
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement .	Is Sarah washing the dishes? How do you feel?
Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop .	
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.	You are a wonderful reader.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses , provided they are not already joined by a coordinating conjunction .	My car is red; my friend's car is blue.
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark . Usually contains a subject and always contains a verb .	The man threw the ball to the girl.



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Simple sentence	Has a subject and one verb . See also compound sentence and complex sentence .	The baby cried.
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence .	Cat, man, tomato.
Speech marks “ ”	Punctuation marks used to demarcate direct speech in a sentence.	“ ”
Split digraph	A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e', 'i-e', 'o-e' and 'u-e' (rule).	<u>C</u> ake, <u>f</u> ive, <u>c</u> ode, <u>r</u> ule.
Statement	A sentence that conveys a simple piece of information.	It is sunny today.
Subject	The subject of a sentence is the thing or person carrying out the main action.	<u>The cow</u> ate the grass'
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction . It does not express a complete thought, and if read on its own it requires additional information. Subordinate clauses contain a subject noun and a verb.	I played out until <u>it went dark</u> '
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause .	Although, after, as, when, if, that, even though, because, until, unless, since. (AWHITEBUS)
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.	
Suffix	A string of letters that go at the end of a root word , changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb .	Playful (-ful is a suffix) Helpless (-less) Slowly (-ly)
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. See also comparative .	Mia ran <u>fastest</u> on Sports Day. I am hungry, you are hungrier than me, but he is the <u>hungeriest</u> of all.
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word and breaking a word into syllables can help with spelling.	One syllable word examples: dog, cat, walk, bath. Two syllable word examples: teacher, Christmas. Three syllable word examples: beautiful, manager.
Synonym	A word which has exactly or nearly the same meaning as another word.	Cried/sobbed. Ran/sprinted.
Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.	She looked around her curiously.
Time connective	Words or phrases which tell the reader when something is happening.	<u>After dinner</u> , you must do your homework. <u>Then</u> you can read your book.
Trigraph	A string of three letters which make a single sound.	igh, tch
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence .	Collapsing, swimming, danced, frothing.
Vowel	The letters a, e, i, o and u.	
Word family	A group of words which may share a common root word or morphology .	'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.